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ABSTRACT

Emphasizing the importance of the card catalog as a tool for the reference librarian, a unit of instruction was designed to supplement a course in library reference skills. Students who take the course are asked to complete certain requisite readings and to study materials dealing with the parts of the catalog card, filing rules, and assigning appropriate subject headings. Students learn to examine problems from the perspectives of library patrons and researchers. This course description includes a required reading list, a class worksheet, and homework assignments. (EMH)

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THE CARD CATALOG AS AN INTEGRATED UNIT IN THE REFERENCE COURSE

BY

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PREFACE

This unit is a part of the reference course that I have taught many times in the graduate certification program at Fitchburg State College, and in the 1975 Fall semester for the extension division of the University of Rhode Island's Graduate Library School.

While the introduction to this paper briefly explores the theoretical and practical value of the catalog's inclusion in reference courses, the six instructional sections include copies of the actual material I packeted for distribution to each student. Listed in the order in which it was presented in class, each section has a one page introduction which highlights its purpose and focuses on points for class discussion.

Time spent on the catalog unit was tailored to the interest and background of individual classes, thereby ranging from one to two and a half hours at most. So the unit can easily be used by those looking for ways of presenting card catalog instruction in library orientation programs or classes in library research methods. The unit can also be adapted to a more self-instructional format so that students do most of the basic, technical work on their own. I have found from experience, though, that beginning students appreciate the instruction in class before they try to tackle the catalog in answering the homework's sample reference questions. The frustration level is lower and students seem more likely to benefit from and contribute to the ensuing discussion of the most satisfactory answers to the patron questions chosen for examination on the homework sheet.

I would like to take this opportunity to thank Paul T. Adalian, Jr., formerly head librarian at Doane College, Nebraska, for his invaluable contribution. His inspiration and persistent dedication to the true spirit of reference service was largely responsible for the successful reception of this unit by the students who experienced it.

INTRODUCTION

A unit on the card catalog should not seem so strange in a reference course. Mastry of the catalog, especially subject headings and sub-divisions, can make up for any dificiencies or omissions in the rest of a student's reference training. The catalog supplements a knowledge of individual titles learned in library school by alerting the reference librarian to new, little-used, or cross disciplinary titles that might otherwise be overlooked. It also serves its traditional function as an index to the library's holdings to answer those endless requests as "does the library have any books on" certain subjects.

Constance Winchell determined that the true test of a catalog's value is whether "day in and day out, it answers the questions asked of it by its users."[1] This success depends to a great extent on the librarian's interaction with the terminology of the catalog. It is the reference librarian who becomes the prime interpreter of the catalog's mystery to the patron, and in unraveling the confusion is able to fulfill the patron's need for information. No matter what elaborate services the library boasts of, the final judge of professional competence lies in this interpretive ability of the reference staff members. It does no good to draw in patrons with programs or promises unless the librarians can consistently answer their questions.

How many times, in response to these questions, does the reference librarian resort to the catalog? How many requests for

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1. Winchell, Constance. "The Reference Librarian and the Catalog." In Rowland, Arthur Ray, Reference Services. Hamden, Connecticut:Shoe String Press, 1964. p.191.

information begin with "let's check the catalog"? Or, after a source thought to contain the answer fails, how many others are followed by: "there should be something in the catalog to answer your question"? Library literature overflows with suggestions for more creative ways to teach reference students and eliminate mere memorization of titles from a source list.[2] But the most vital source a reference librarian has available, the source which makes memorization unnecessary, no matter the size, scope, or sophistication of his individual library is the card catalog. Yet seldom, if ever, is this indispensable tool ever mentioned as being an integral part of any reference course.

The assumption generally held is that because a student has taken a cataloging course, he automatically will be able to successfully manipulate the catalog in a retrieval situation. But the truth is that many students are part-time, so that from the time they finish cataloging and enroll in reference, much of the knowledge once at their fingertips has slipped by from lack of reinforcement. Even for students taking both core courses simultaneously, this unit has the added advantage of placing the catalog in a different perspective. In the context of a reference request, students are not asked to pigeon-hole a book into a table of headings, but rather to exercise their imagination in translating the often colloquial and fadish wording of the patron's question into an appropriate, standard heading.

If a reference librarian is proficient in the use of his

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2. The most succinct of these is Leontine Carroll's "Down with the lists," RQ, 6(Fall 1966):29-31.

imagination as the key to the card catalog, an information search can be more successful than by just going to the appropriate reference section and looking over the titles, or by trying to recall other specific titles. For example, take the patron who asked for statistics on all aspects of American divorce. Statistical Abstracts is a logical beginning, but hardly complete on every phase of the subject. Consulting the card catalog turned up the heading DIVORCE - U.S. - STATISTICS, and the book it described turned out to be a one-stop reference housed in the general circulating collection. Reference librarians may not be discouraged by the fact that sometimes answers have to be pieced together from numerous sources, but this research procedure appears tedious to a patron who prefers a simple, single source reference. In this example, the card catalog lost a little of its awesomeness when the reference librarian pinpointed a specific source which elicited a surprised "that's just what I wanted!" from the patron.

Professional training,then, does not produce just technicians but,hopefully, prepares people to organize their thoughts into a logical pattern and vary their approaches in case of a dead end. Reference students should have as much practical experience as possible in working with the catalog since the more varied experiences they have to draw from, the better able they will be to determine solutions to new situations which confront them. This unit on the card catalog is an attempt to educate reference students to the intracacies of the catalog from the user's viewpoint and its contribution in the complicated reference pattern.

The value that the instructor places on the reference student's encounter with the card catalog in relation to the remaining units of the reference course will determine the success of the catalog unit. The unit should not be a one-shot affair sandwiched randomly between, say, encyclopedias and atlases, but try to present the catalog as the most comprehensive, single source that the reference librarian consults during the reference process. Further, the unit must show the catalog as a dynamic and flexible instrument, certainly "not an end in itself, but a means to the end of more effectively serving the reader in his attempt to utilize the library's resources."[3]

To achieve this end, the unit should not be viewed as a collection of miscellaneous sections, but as a total picture which students can draw from to effectively evaluate how well the catalog meets the goals imposed upon it jointly by the cataloger and reference librarian. When these two work together in harmony, true service can result without sacrificing cataloging principles or compromising the convenience of the user.

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3. Rift, Clara Ann Kuhlman. "How catalogers can help the reference librarian." In Rowland, Arthur Ray, Reference Services. Hamden, Connecticut:Shoe String Press, 1964. p.205.

I. READINGS ON THE CARD CATALOG.

To avoid a frustrating or abstract assignment, the unit on the card catalog is best given after students have had experience in using the basic reference tools. With a background in encyclopedias, almanacs, and periodical indexes, students have concrete practice in approaching problem questions by various avenues if initial attempts at a solution fail.

From the readings, students are asked to read two articles: one on classification and one on the theory of the interdependence of the reference librarian and the catalog. The classification articles are a review for some, and for others they are an introduction to areas they can learn about on their own like the Library of Congress system or tracings. I gave the readings a week ahead of time so students would have time to settle into unfamiliar terminology, and also to think about the number of ways in which a librarian uses the catalog in response to patron inquiries.

More importantly, students realize that learning titles from a source list is just the beginning of a reference librarian's training, an education which continues throughout their career with the use of the card catalog as a single, central reference tool. The items on the bibliography are unusually stimulating, a statement borne out by evidence that most students read nearly all of the articles under the "interdependence" heading. They proved to be such good motivation that by the time students came to class, they were eager for the homework assignment of answering questions from the catalog as a chance to think on their feet "like a real reference librarian."

READING LIST FOR THE CARD CATALOG UNIT

Classification:

Bradshaw, Charles. "Subject headings in the Library of Congress," Using the library:the card catalog. Brigham Young University Press, 1971, p.85-95.

"The Dewey decimal classification," in Foskett, A.C. The subject approach to information. Archon, 1969, p.147-68.

Richmond, Phyllis A. "General advantages and disadvantages of using the Library of Congress classification," in The use of the Library of Congress classification. A.L.A., 1966, p.209-220.

Tauber, Maurice F. and Hilda Feinberg. "The Dewey decimal and Library of Congress classifications:an overview." Drexel Library Quarterly, 10(October 1974):56-70.

Interdependence of catalog and reference:

Berman, Sanford. "Cataloging philosophy;a prose poem," Library Journal, 99 (September 1,1974):2033-35.

Boyle, Gertrude and Florence Murray. "Interdependence of the catalogue and the reference librarian," in Rowland, Arthur Ray, Reference Services, Shoe String, 1964, p.205-213.

Kanwischer, Dorothy- "Subject headings trauma," Wilson Library Bulletin, 49 (may 1975):651-54.

Lundy, Frank. "Reference vs. catalog:a basic dilemma," Library Journal, 80 (January 1955):19-22.

Peele, David. "Dumping your things and converting catalogers into useful members of society in four steps," Wilson Library Bulletin, 48 (April 1974):648-49.

Rift, Clara. "How catalogers can help the reference librarian," in Rowland, Arthur Ray. Reference Services, Shoe String, 1964, p.201-5.

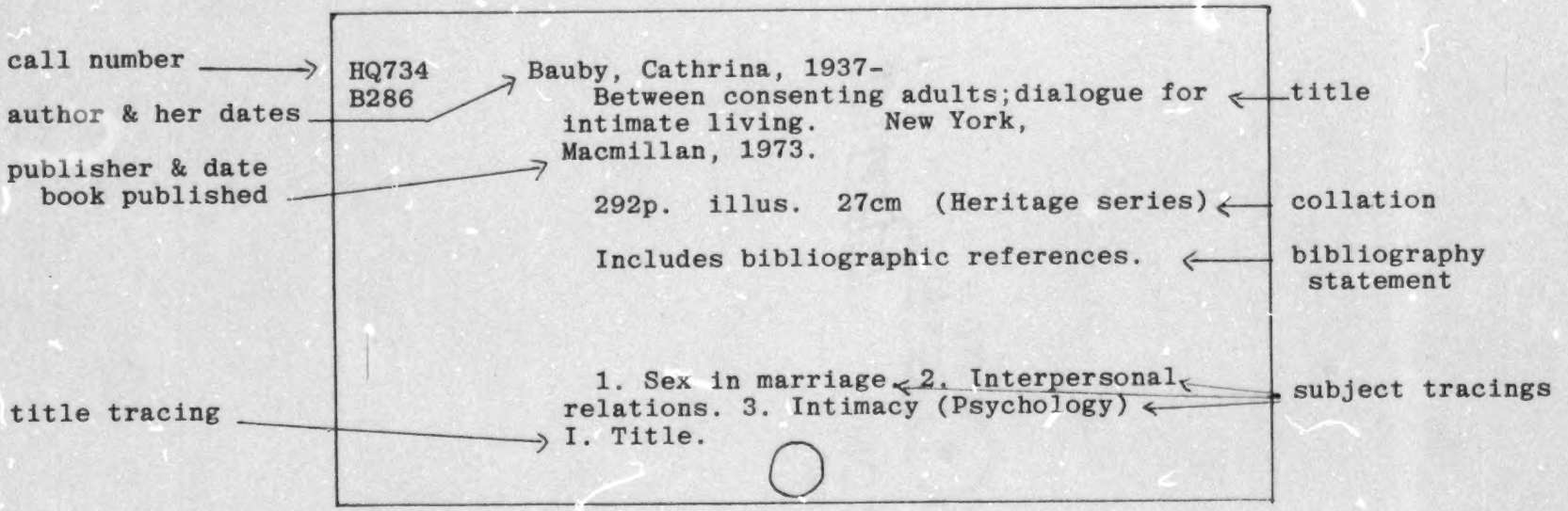
Winchell, Constance. "Reference librarian and the catalog," in Rowland, Arthur Ray, Reference Services, Shoe String, 1964, p.188-200.

II. PARTS OF A CATALOG CARD

Identifying parts of a catalog card does not have to be dwelled on, but it does deserve more than a quick run-through. For students who have not had cataloging, it provides an opportunity to become familiar with main entry, series, tracings, etc. It is also a revelation to those who have taken cataloging to see how the card is useful in reference work. The author's dates and book date, for example, are pointed out as a reminder to students that they will deal often with patrons who are discouraged by a book that sounds good but seems outdated because they mistake the first date they see for the book's publication date.

The stress of this section, however, should be on the tracings. I focus on two prime examples of their use and importance. The first instance occurs when they are stumped for a heading, students can look under key word as a title and then check the tracings at the bottom of the card for the accepted heading. And secondly, tracings are a big help for finding books under current terms and checking references to previous or related terms. I use the example in our library of finding books on play therapy where students can use the term PLAY THERAPY, but find only three books listed. By checking the tracings on one of the cards, they find CHILD PSYCHO-THERAPY as the other subject and nine books are listed under this term (many of which have the words play therapy in their titles), bringing their total to twelve. This is the type of discovery experience students should encounter, not a technical explanation of the cataloging mechanics.

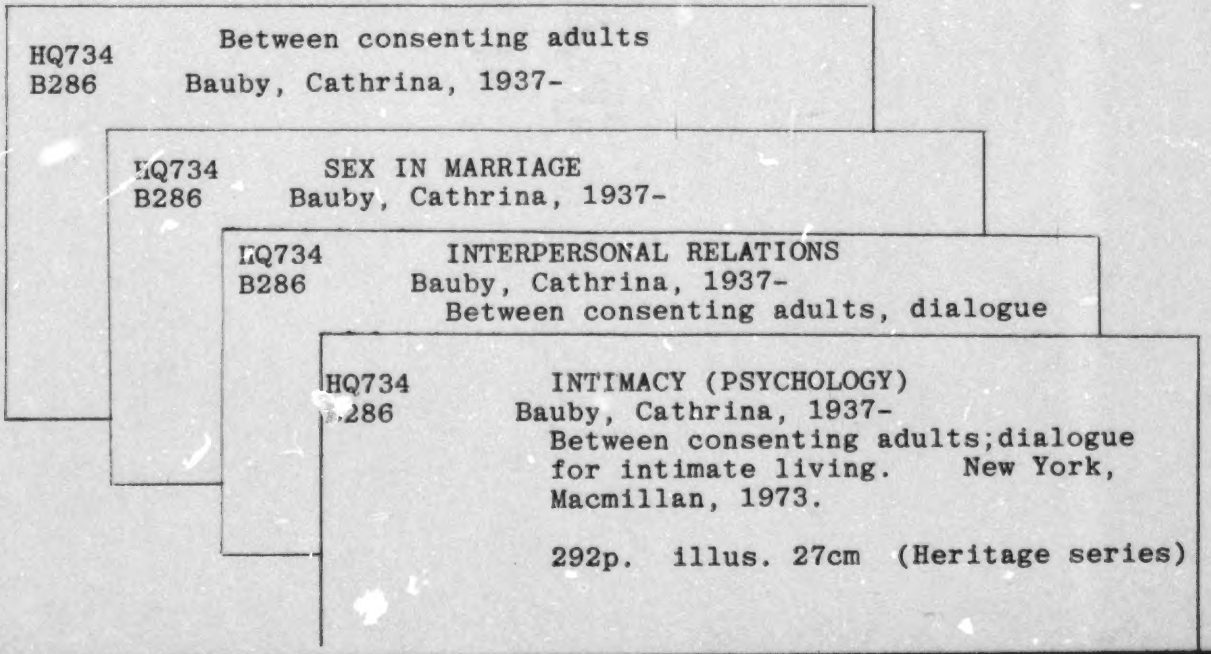
AUTHOR CARD



In addititon to the author card (MAIN ENTRY) the above book can also be found in the card catalog under the following additional entries:

TITLE CARD

SUBJECT CARDS



III. EXAMPLES OF FILING RULES

This section of the unit is not designed to turn out expert filers, but to alert reference students to the most common problems patrons encounter in using the catalog. The simple rules of dropping "a," "an," and "the" for book titles, filing names with "M," "Mc," and "Mac" as one spelling and so on, can be glossed over with just a reminder that what seems logical and simple to us, is an embarrassment to the patron who apprehensively asks the reference librarian if he should look under "the" or "grapes" for The Grapes of Wrath.

Some time was spent on discussing the differences between letter-by-letter and word-by-word filing. Students discuss their ideas on what problems or advantages they see in each method, or which one could be best suited to a particular library's clientele. Students have already had some experiences in using both filing systems in their examination of encyclopedias, so they can judge what system they would like to use in the catalog. Thoughts are exchanged along the same lines in determining whether history periods should be filed alphabetically or chronologically.

With this classroom brainstorming, students are not bored, as they would be with a lecture on strictly mechanics of filing. Instead, they are engrossed in the stimulation which results from intellectualizing about a real and immediate problem. The discussion which is generated underscores the main purpose of the entire unit: students should be allowed to explore on their own the theory behind and practical solutions to cataloging problems which directly affect reference service, much as they would in an actual job situation.

SOME FILING RULES

WORD BY WORD

I met a man
Image books
Image of America
In an unknown land
In the days of giants
Inca

LETTER BY LETTER

Image books
Image of America
I met a man
In an unknown land
Inca
In the days of giants

Words spelled in different ways

(A) When different entries contain the same word spelled in different ways, choose one spelling & file all entries under that.

Program language
Programme language

Catalogue for the British Museum
Catalog of the Fogg Museum

(B) Arrange separately proper names that differ in spelling, however slight.

Andersen, Hans Christian
Anderson, Arthur
Anderssen, Adolf
Andersson, Axel

(C) Arrange hyphened words as separate words when each part is a complete word (can stand alone). If the two forms appear in the catalog, file as one.

Home cookery
Homecoming
Homecrafts in Sweden

sub-division
subdivision

co-operative farms
cooperative farms

All names with prefixes M, Mc, MAC are filed as if spelled MAC

McHenry
Machinery
MacLaren, Ian
McLaren, William

Disregard initial articles A, AN, THE (but not when they appear other than as the first word)

File initials standing for organizations as initials, not as if spelled in full except for U.S. which is filed as if spelled out.

A.A. Book of Rules
A.A.A. Foundation on Traffic Safety
"A" and "B" Mandates
Aa, Pieter van der
Aaron, Henry

Initials for geographic names are arranged as if written in full if what they stand for is commonly known.

U.S. -FOREIGN POPULATION	Concord,Mass.
U.S. - FOR. REL.	Concord, Vt.
U.S. foreign trade policy	Concord, Va.

Numerals are arranged as if spelled out. Spell them out as they are spoken placing "and" before the last element in compound numbers.

One America
One hundred American poems
101 best games for kids
1918, The Last Act
1984
The 1956 Presidential Campaign
1943 War Job Guide for Women

Subject Arrangement

U.S. - HISTORY -COLONIAL PERIOD
-FRENCH AND INDIAN WAR,1755-1763
-REVOLUTION
-1783-1865
-1801-1809
-WAR OF 1812
-CIVIL WAR
-20th CENTURY
-1933-1945

U.S - HISTORY - CIVIL WAR
-COLONIAL PERIOD
-1801-1809
-FRENCH AND INDIAN WAR, 1755-1763
-1919-1933
-1783-1865
-SOURCES
-20th CENTURY-SOURCES

IV. SUB-DIVISIONS AND SUBJECT HEADING BOOKS

After hurdling filing obstacles, the hardest problem in using the catalog is in the determination of standard subject headings. Ample examples of the reasons for sub-dividing and the use of subject heading books graphically illustrates the diversity of sub-topics and cross references which can be manipulated to derive a full search in the catalog.

I use the Sears list first to demonstrate the basic principles of sub-dividing and how to interpret the "see also" and "x" terms in answering a reference question. I proceed to the LC list of headings on the same topic to show the expansiveness of their divisions and references to standard headings. Students should be familiar with as many common subject divisions as possible since the new edition of the LC list will make many of the divisions standard, no longer repeating them under individual subject headings.

This section of the unit also encourages students to be thorough when checking all relevant terms in the catalog. Taking the question on play therapy we had discussed in connection with tracings, our catalog yielded three more books on the subject with the LC subject headings book's reference to the older heading of RECREATIONAL THERAPY. By bringing together all of the discussion questions in this manner, students are now prepared to undertake the practice sheet on answering questions in the card catalog.

Sub-dividing Subject Headings:

You sub-divide or break down subject headings for four reasons

1. To provide for a phase or aspect of a subject
   - Birds-Migration
   - Photography-Developers and developing
   - Eskimos-Social life and customs
   - Education-Philosophy
2. to break down a subject by the form it might appear in
   - Birds-Bibliography
   - Authors-Collections
   - Nurses and nursing-Directories
3. to separate works by geographical area
   - Birds-New England
   - Women authors-Great Britain
   - Furnitiure-U.S.
4. to approach a subject by time
   - Authors-19th century
   - U.S.-History-Civil War
   - Religion-Primitive

You can have a COMBINATION of sub-divisions

- Birds-North America-Bibliography
- Jews-History-Collected works
- Negroes-History-Chronology
- Authors-Great Britain-19th century-Biography

Subject Heading Books:

In using subject heading books, you make sure that you are:

1. Using correct terminology, approaching the subject as specifically as the structure of standard headings allows.
2. Making complete use of subject headings books:to find out what is NOT used (terms with "x" before them). This way you are not wasting time looking under terms that are not even used.
3. Check all aspects of the subject by following relevant "sa" (see also) references which may not be listed in the catalog, or may be your only headings if the main subject heading yields no books from your catalog.

See Also References

NARROW your topic by refering you to more limited, or specific terms, perhaps even pinpointing your topic exactly
EXPAND your topic by alerting you to other aspects of the subject

Movies. see Moving Pictures

Moving picture cartoons

xAnimated cartoons
xxCartoons and caricatures; Wit and humor,Pictorial

Moving picture industry

Moving picture plays
Use for individual scenarios, for collections of plays, and for works on writing and producing scenarios

xMoving pictures-Play writing;Photoplays;Play production;Play writing;Scenarios

xxDrama; Theater-Production and direction

Moving pictures

xCinema; Motion pictures; Movies; Talking pictures

xxAmusements; Theater

Moving pictures-Biography

xxActors and actresses

Moving pictures - Catalogs

xCatalogs

Moving pictures - Censorship
xxCensorship; Freedom of information

Moving pictures, Documentary
xDocumentary films

Moving pictures - Moral and religious aspects

Moving pictures - Play writing. see Moving picture plays

Moving pictures and children
Use for works dealing with the effect of moving pictures on children and youth
See Also Television and children
xChildren and moving pictures
xxChildren; Television and children

Moving pictures and libraries SEE Libraries and moving pictures

Moving pictures as a profession
See Also Acting as a profession

Moving pictures in education
See Also Libraries and moving pictures
xEducational films
xxAudio-visual education; Teaching-Aids and devices

Moving pictures(Direct) (PN1992-9; Photography,TR845-899)

Here are entered works on the management etc. of moving pictu general and in the United States whole.....

sa Art in moving pictures
Ballet in moving pictures,
Color moving pictures
Comedy films
Dancing in moving pictures
Dogs in moving pictures
Libraries and moving pictures
Medical films'
Moving picture journalism
Moving picture projection
Moving pictures and television
Negroes in moving pictures
Realism in moving pictures
Supernatural in moving pictures
x Motion pictures
Moving pictures-U.S.
Photography-Animated pictures
Photography-Moving pictures
xxAmusements

-Academy Awards
see Academy awards(Moving pictures)

-Anecdotes,satire,etc.

-Appreciation
xAppreciation of moving pictures

-Audiences
see Moving picture audiences

-Awards
see Academy awards(Moving pictures)

-Biography
xxActors
Actresses

-Censorship (Direct) (PN1994.A1-5)
xxFreedom of information

-Circulation
see Moving pictures-Distribution

-Copyright
see Copyright-Moving pictures

-Costume
see Costume

-Criticism
see Moving picture criticism

-Direction
see Moving pictures-Production and direction

-Distribution
sa Block booking
Moving pictures,Documentary-Distribution
xMoving picture circulation
Moving picture distribution
Moving pictures-Circulation

-Editing
xMoving picture editing
Moving pictures-Film editing
Moving pictures-Montage
xxEditing

-Evaluation (PN1995.9.E9)
sa Moving picture criticism
x Moving pictures,Documentary-Evaluation
xx Moving picture criticism
Moving pictures,Documentary
Moving pictures in education

-Festivals
see Moving picture festivals

-Film editing
see Moving pictures-Editing

-Finance
see Moving picture industry-Finance

-Industrial applications
see Moving pictures in industry

-Journalism
see Moving picture journalism

-Law (Direct)
sa Copyright-Moving pictures

-Montage
see Moving pictures-Editing

-Moral and religious aspects (PN1994-5.5)
sa Moving pictures and Catholic Church
Sex in art
xMoving pictures and religion
xxSex in art

-Musical scores
see Moving picture music

V. CLASS WORKSHEET

This is a practice worksheet that I have students take a few minutes to work on at the end of class. I have not tried to make it too complicated since its purpose is simply to demonstrate that students are fairly clear on the important points before I send them off to start the homework of answering sample reference questions. Significantly, I have found that while students profess to know that Edison's letters would be located by the author card, some invariably question the two entries for Edison, one in capital letters: "What's the difference?"

The remaining questions are diverse enough so that the correct entry is rarely hard to select if the entire "mini card catalog" is read through. While at first glance, the simple entry RECRUITING AND ENLISTMENT may seem to answer the question asking for books on American recruits in World War II, students usually keep scanning to come across the more exact heading, U.S.-RECRUITING AND ENLISTMENT-WORLD WAR 1939-1945. Since they will not be able to scan the card catalog in the same manner, I use this example to caution students not to quit early in their search and leave a patron with only a partial answer.

The practice worksheet, then, gets students acclimated to the structure of subject headings and feeling comfortable enough with terminology so that they are in the proper frame of mind to undertake the homework assignment and to really "think reference."

PRACTICE IN USING THE CARD CATALOG

Directions: In the right hand column is a list of questions which can be answered using the sample card catalog on the left. On the line for the answer, place the letter of the heading which you think BEST answers the question. #1 is already done for you.

MINI CARD CATALOG

A. Biograph Motion Picture Co.

B. CONNECTICUT - HISTORY

C. Edison, Thomas Alva

D. EDISON, THOMAS ALVA

E. INDIANS OF NORTH AMERICA - DICTIONARIES

F. INDIANS OF NORTH AMERICA - NAMES - DICTIONARIES

G. INVENTORS

H. Inventors and their inventions

I. INVENTORS - BIBLIOGRAPHY

J. MOVING PICTURE INDUSTRY

K. MOVING PICTURES - HISTORY

L. NEW ENGLAND - DESCRIPTION AND TRAVEL

M. NEW ENGLAND - HISTORY

N. RECRUITING AND ENLISTMENT

O. TRANSPORTATION - NEW ENGLAND

P. UNITED STATES - HISTORY - QUEEN ANNE'S WAR 1702-1713

Q. U.S. - RECRUITING AND ENLISTMENT - WORLD WAR 1939-1945

R. WORLD WAR, 1939-1945

PATRON QUESTIONS

__B__ 1. History of Connecticut

____2. the book entitled Inventors and their inventions

____3. overview of Queen Anne's War

____4. Biography of Thomas Edison

____5. bibliography of works on inventors

____6. letters of Thomas Edison

____7. list of books in the library on motion picture companies

____8. books on American recruits in World War II

____9. material in the library on travel in New England

____10. official reports of operations of the Biograph Motion Picture Company

____11. dictionary of names of American Indians

____12. general works on the history of transportation in New England

VI. HOMEWORK QUESTIONS

The culmination of all previous work is found in the sample reference questions students are asked to answer using only the card catalog. No matter how little or how much catalog instruction reference students are given in a lecture, it is pointless unless they can experience for themselves the problems and frustrations that sometimes plague the patron, or even reference librarian, in using the card catalog.

To make the assignment more meaningful, I selected the questions from records kept at our local school, public, and academic libraries. Therefore, on the homework sheet, they are placed within a realistic framework of a specific patron need, rather than just stating in a blah fashion: "find an introduction to the Apocrypha."

I also asked for a book, not on the ship Constitution, but on Old Ironsides, the way most patrons would word the question. For both Old Ironsides and the Apocrypha, many students had to consult an encyclopedia or a dictionary before checking the catalog, simulating a process they would certainly repeat on the job when confronted with a problem question. Additionaly, many questions had several headings which could supply the information requested so that students did not become conditioned to a belief that there is only one "right" answer to any reference query.

USING THE CARD CATALOG TO ANSWER REFERENCE QUESTIONS

Listed below are some requests for specific information by library patrons. Most of the books will be found under subject headings, but some can be located by main entry. If you find the books by using main entry, note "M.E." before the entry.

Patron request	Entry or heading
1. A man just back from a Bicentennial tour of Boston wants a book on the ship Old Ironsides	1.
2. An introduction to the Apocrypha is needed by a student taking "The Bible as Literature"course	2.
3. A special education teacher wants a book on training retarded adults for jobs	3.
4. Some material for a sociology major on kids that run away from home	4.
5. For his English term paper, a student needs some criticism on King Lear	5.
6. After seeing "A Man for All Seasons" on tv, a patron is interested in reading Sir Thomas More's works	6.
7. The debate club needs some books on the various theories about the assassination of President Kennedy	7.
8. A girl is interested in reading something about women priests	8.

9. The jr. high English teacher is having her class write poetry. She would like to show them some books which contain poetry that children have written 9.

10. A patron doing volunteer work at the local art museum would like to read the letters of Van Gogh 10.

11. While watching tv's afternoon reruns of the British series, a shut-in has become interested in reading the Robin Hood legends 11.

12. As a school librarian, you have been asked by the reading teacher to locate some lists of books suitable for poor readers 12.

13. The art teacher is planning some field trips and would like a list of museums in Massachusetts 13.

14. The "marriage and the family" class would like a book with statistics on all aspects of divorce in America 14.

15. The town minority organization is giving a lecture at the next public library's "community evening." They would like a book that would give, by dates, the most important events in Black American history. 15.

16. I am a graduate of Kent State University and would like to read some books about the campus shootings of 1970 16.

CONCLUSION

The real value of this unit comes not from what is actually taught, or at what length in class. For the card catalog must become a working tool in the remainder of the term, or statements extolling the catalog as an important reference source will have little impact.

On most of my course worksheets, the last two or three questions are set up as a review so that students must make use of several sources, not just the ones currently under study. After the card catalog unit, these questions begin with reference books and end with complete answers found in books located through the catalog.

Instead of answering questions with the instructor in mind, students have the opportunity to satisfy a patron's need for information. One contemporary question that I use after the catalog unit is a request by a young man for the names of churches which perform homosexual marriages and the states that recognize their legality. The scope of sources that students consult is amazing: they used everything from contemporary periodical articles, directories of associations and social service agencies, to bibliographies and pamphlets on the Gay Liberation Movement. Even yearly summaries of events in encyclopedias and almanacs held out a brief promise of success.

Finally, under GAY LIBERATION MOVEMENT and HOMOSEXUALITY students located some recent books which contained a breakdown, by states and cities, of referral agencies which deal in homosexual counseling. Using these books not only answered the

question, but also provided a viable learning experience that demonstrated the use of the library's total resources in solving reference questions.

Enough similar questions will expose the myriad of possible solutions to such typical requests. When the whole library's collection is open to students as the reference collection, they are less likely to finish the course with a picture of the reference process as one of simply pulling off almanacs and encyclopedias from the shelves. And, the single source which makes available all of these resources is, of course, the card catalog.